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ABSTRACT

This review analyzes current trends in the literature concerned with the training of school administrators. Emphasis is placed on the effectiveness of a variety of inservice training strategies, including workshops, simulations, seminars, and encounter groups. In university-based training programs, the trend is toward greater use of the humanities in preparing educational administrators. A 69-item bibliography of relevant literature is included. (PA)

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NEW PROGRAMS FOR TRAINING SCHOOL ADMINISTRATORS

Analysis of Literature
and
Selected Bibliography

by

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FOREWORD

In mid-June 1970 the Clearinghouse received an urgent request from Central ERIC in the U.S. Office of Education to prepare selected bibliographies and brief analyses of literature on eleven critical topics related to school organization and administration.

The bibliographies and analyses were required by USOE's National Center for Educational Research and Development (formerly the Bureau of Research) in planning its new program of directed research and development. School organization and administration is one of four areas of education chosen by the center to receive concentrated research and development assistance. The others are reading, early childhood, and vocational education.

Through a joint effort the Clearinghouse staff completed the bibliographies and analyses for shipment to USOE by July 2, the deadline date.

The analysis and bibliography combined here focus on (1) effectiveness of existing alternative approaches to training administrators, (2) emerging training programs, and (3) leads for design of new training programs, materials, and experiences.

The literature cited in the bibliography and analyzed in the paper was drawn from a search of the two ERIC index catalogs, Research in Education and Current Index to Journals in Education, and from the following non-ERIC sources: Books in Print, Cumulative Book Index, Educational Index, Public Affairs Information Service, Sociological Abstracts, Social Sciences and Humanities Index, and Book Review Digest. Although the urgency of the request precluded a full and comprehensive search and analysis of the literature, the reviews and bibliographies are intended to assess accurately some of the current developments and emerging trends on the topic.

Many of the documents cited in the bibliography can be ordered from the ERIC Document Reproduction Service. Instructions for ordering these documents are given at the end of the bibliography.

Philip K. Piele
Director

Analysis of Literature on

NEW PROGRAMS FOR TRAINING SCHOOL ADMINISTRATORS

For the most part, reports on the effectiveness of university-based training programs for educational administrators are hard to come by. Culbertson and others' (1970) review of trends and needs in educational administration preparation programs reveals the not too startling fact (at least to those in the profession) that precious little has been written about the experiences of those engaged in the training of school administrators in universities. With few exceptions, most of what has been written focuses on inservice or internship programs.

Frasure (1968) asserted that inservice education of administrators has received too little attention from universities, state education departments, and the federal government. As part of a definitive description of the internship as it has developed and now exists in educational administration, Davies (1962) pointed out the weaknesses in current programs and listed recommendations for strengthening them. In a survey and evaluation of educational administrator internship programs, Farrell (1966) concluded that internship programs are vital to preparation programs and that more attention must be given to their expansion, coordination, financing, administration, and evaluation.

The final report of a Ford Foundation interuniversity internship program conducted at Cornell University, Syracuse University, the University of

Rochester, and the State University of New York at Buffalo includes some insightful information on the effectiveness of inservice education. The report concludes with thirteen recommendations, including a suggested model of guidelines for an internship program and a general sequence of experiences of the university staff, interns, and school administrators (Final Report to the Ford Foundation 1969).

Lucio and McNeil's (1969) review of references on the internship led them to recommend some improvements: more specific definition of what the participants are to learn, measurable evidence that the participants have met the objectives of the program, and better on-the-job supervision.

After a comprehensive analysis of the complex elements involved in developing a preparation program for educational administrators, Culbertson and others (1967) described at length current thinking concerning the improvement of such programs, including the present state of implementation. In the only statement to be found on the effectiveness of postdoctoral training programs, Goldhammer (1967) evaluated such a program in educational administration conducted at the University of Oregon, 1966-67.

Tarcher (1966) provided a penetrating analysis of the kinds of training programs offered by the National Training Laboratory's Gould Academy in Bethel, Maine; the Western Training Laboratory's Lake Arrowhead Center in California; and other similar programs. Tarcher contended that sensitivity training has two major drawbacks: the difficulty of transferring what is learned in the laboratory to the real world and the inability of the program to provide participants with a value system they can use to solve

problems encountered in day-to-day living.

The three major national organizations for school administrators appear to be the leading advocates of the development of new inservice training programs. Pharis (1966), currently Executive Secretary of the National Association of Elementary School Principals, emphasized the need for continuing education of the elementary school principal, especially regarding social problems. Pharis recommended that inservice programs differentiate between individuals and groups. Content for individuals should include emphasis on self-evaluation (with analysis of both time and work allotments), wide reading in the humanities, and written composition. Content for groups should include simulation, case studies, human relations exercises conducted under laboratory conditions, research seminars, unstructured seminars, and retreats.

Trump, currently Associate Director of the National Association of Secondary School Principals, proposed with Smith (1967) an inservice program designed to take a principal out of his school at midyear and expose him to new developments in curriculum learning theory, educational technology, techniques of program evaluation, and change and innovation.

Knezevich (1969), formerly Associate Director of the American Association of School Administrators, proposed the most ambitious and elaborate plan for the inservice training of administrators: the development of a national academy for school executives. Four academic task forces studied the structural elements, fiscal requirements, program characteristics, and feasibility of a model for a national academy. Three presession programs were conducted to test the reactions of administrators to program content,

staff, methods, sites and facilities, fees, and amounts of time involved. It was concluded that (1) school administrators showed considerable interest in a national academy; (2) the academy should offer programs at several levels, including short-term clinics and seminars and longer residential sessions; and (3) although it is fiscally feasible to launch the short-term seminars and clinics, more development is needed on other levels.

The most comprehensive review of emerging university-based training programs in educational administration is provided by Farquhar in a state-of-the-knowledge paper (in progress) on the humanities in preparing educational administrators. Farquhar sees a definite trend toward the use of the humanities in the preparation of educational administrators. However, according to Farquhar, "literature on the use of the humanities in preparing educational administrators is limited almost entirely to some pleas and arguments in favor of such use, and to the identification of a few problems and issues that might be anticipated in its implementation."

Farquhar described in some detail programs using the humanities to prepare administrators at the University of Minnesota, the University of Florida, the University of Miami, the University of Rochester, and the University of Tennessee. Farquhar concluded from an examination of these five programs that:

> (1) Such programs are more typically designed for preservice than for inservice purposes; (2) they draw most typically upon literature (including novels, plays, essays, and poems), less commonly upon philosophy, infrequently upon history and painting, and very seldom upon music, sculpture, dancing, or other arts; (3) they most typically are structured so as to introduce the humanities as a distinct component of the total preparation program; (4) the instructional medium they most typically use is the high-involvement seminar, with some use of audiovisual and role-playing mechanisms but with primary reliance on written materials; (5) they usually are staffed so that major responsibility for the program is held by an educational administration professor, but with extensive support provided by resource persons from the humanities; and (6) they most typically consult student opinion as the source of evaluation.

Other emerging training programs include training for involvement in planned change (Schmuck and Jung 1968), human relations training (McElvaney and others 1967), supervisor training programs (Lucio and McNeil 1969), and training programs to prepare educational planners (Miller 1967). The latter type of program is the object of Operation PEP, a project representing an attempt by the educational community in California to plan, design, and implement a training program for educational planners and managers. The basic content of instruction is derived through the adaptive translation of scientific and industrial management technology to the context of education.

Simulation materials are being used to relate theoretical concepts to practical problems and to encourage self-learning among educational administrators (Culbertson and Coffield 1960). A 1967 UCEA publication provides a detailed description of the uses that so far have been made of simulated materials in training educational administrators (UCEA 1967). Weinberger (1965) examined the purposes, materials, methods, formats, and participants in past uses of simulation in the preparation of school administrators and suggested improvements for future use.

Much of what has been simulated or incorporated in case studies focuses on the operational aspects of administration rather than on policy formulation and planning (Culbertson 1964). Immegart (1967) presented operational guidelines for writing case materials to be used in preservice and inservice preparation of educational administrators.

Suggestions for the development of new training programs and materials appear more or less regularly in the literature. The American Association

of School Administrators (1963), for example, suggested a broad course of study involving economics, taxation, political science, anthropology, sociology, psychology, philosophy, literature, and history. It also proposed a graduate level program beyond the fifth year to include (1) problems, developments, and issues in American culture; (2) theory and practice in planning, organizing, and administering the program of a school system; and (3) research and evaluation, together with skill in communication, particularly related to school-community relations.

Culbertson and others (1967a) presented detailed information on three types of prototype materials developed by UCEA for use in preparing educational administrators: (1) a management bargaining game; (2) materials designed to generate and give meaning to a number of conceptual frameworks related to planned change; and (3) a set of two computerized, simulated administrative situations based on systems concepts.

Farquhar (1968) discussed the contribution the humanities can make to improving the preparation of educational administrators, and proposed plans for successful implementation of a humanities-oriented preparation program. Culbertson (1968) proposed the development and organization of a differentiated training program for professors and educational administrators. Goldhammer (1968) called for the incorporation of knowledge-building, skill-building, and diagnostic experiences in administrator training programs.

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